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Memorial of Celebration of Normal Schools. 1864.

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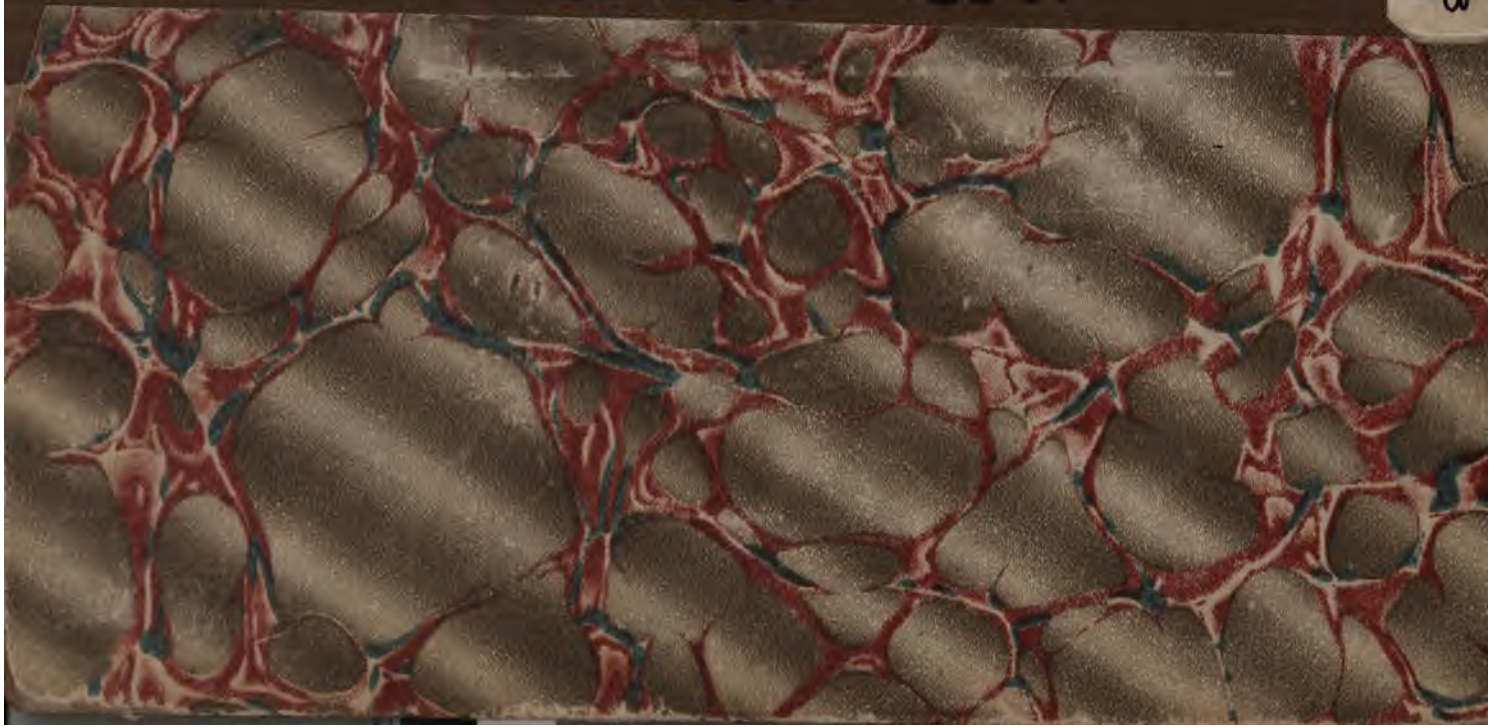

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MEMORIAL

OF THE

Quarter-Centennial Celebration

OF THE ESTABLISHMENT OF

NORMAL SCHOOLS IN AMERICA,

Held at Framingham,

JULY 1, 1864.

BOSTON:
PRINTED BY C. C. P. MOODY.
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The following Circular was issued to announce the proposed Celebration :—

Quarter-Centennial Celebration.

THE first Normal School in America was established, a quarter of a century ago, in Lexington, Mass., for the purpose of giving those who design to become teachers, a more thorough preparation for their vocation. The influence of its establishment has been of inestimable value, not only to this Commonwealth, but to other States in the Union; and therefore the Board of Education, the graduates of Normal Schools, and other friends of learning, propose, in honor of the introduction of these schools into this country, and to commemorate this important event in our system of education, to hold a

Quarter-Centennial Normal School Celebration,

AT FRAMINGHAM, ON FRIDAY, JULY 1, 1864.

The teachers, graduates, and members of these schools, and all others interested in education, are earnestly invited to be present, and participate in the exercises. Everything will be done, that can be, to render the occasion one of great interest, and to induce a large gathering of graduates and friends.

Rev. SAMUEL J. MAY, of Syracuse, N. Y., will be the Orator of the day, and Rev. EBEN S. STEARNS, of Albany, the Historian. Other literary exercises are expected from graduates.

His Excellency GOVERNOR ANDREW will preside at the Collation furnished by the citizens of Framingham, unless public duties, which cannot be foreseen or postponed, prevent.

Provision will be made, as far as possible, by the inhabitants of the town, for those who desire to remain over night, and attend the Levee, which will be held in the Hall of the Normal School Building, on the evening of the Celebration.

The public exercises will commence at 10½ o'clock, in the First Baptist Church.

It is desirable that those intending to be present, should send an early reply to the Principal of the School at Framingham.

GEO. N. BIGELOW, Prin. Nor. School, Framingham,
LUCRETIA CROCKER, Boston,
ALPHEUS CROSBY, Prin. Normal School, Salem,
BIRDSEY G. NORTHROP, Agt. B'd Ed., Saxonville,
MARY F. PEIRCE, Cambridgeport,
MRS. GEORGE A. WALTON, Lawrence,

COMMITTEE OF ARRANGEMENTS.

Order of Exercises at the Church.

VOLUNTARY.

PRAYER.

SONG OF WELCOME.

Hail to the noble band,
Gathered from all the land,
North, west, and eastern strand!
Welcome, we sing.

Welcome! glad voices cry;
Welcome! warm hearts reply;
Loud through the summer sky
The anthem ring.

Welcome to brows of care,
Where Time hath written fair
Labors and conquests rare,
Since Truth's bright spring.
Welcome! glad voices cry; etc.

Welcome, ye younger bands,
True hearts and helpful hands,
Worthy, this best of lands,
Welcome, we sing.
Welcome! glad voices cry; etc.

Greeting as kind and true
Be to the strangers, too;
Welcome and honor due,
Gladly we bring.

Welcome! glad voices cry;
Welcome! warm hearts reply;
Loud through the summer sky
The anthem ring.

ORATION

BY REV. SAMUEL J. MAY, OF SYRACUSE, N. Y.

HYMN.

Selected.

HISTORICAL SKETCH OF NORMAL SCHOOLS,

BY REV. EBEN S. STEARNS, OF ALBANY.

VOLUNTARY BY THE CHOIR.

BENEDICTION.

Addresses, &c. at the Collation.

A Collation was provided by the citizens of the town, in Agricultural Hall, at which Hon. JOSIAH QUINCY presided. Addresses were made by the President of the Day, Members of the Board of Education, and other gentlemen interested in the past and present history of Normal Schools.

At the close of the opening remarks of the President, this sentiment was given :—" A cordial greeting to all our friends, and a true welcome home to all the children of our Alma Mater."

Mrs. ELECTA N. WALTON of Lawrence, formerly a teacher in the " First State Normal School," responded by reading the following

WELCOME ADDRESS.

In a little book called "The Stars and the Earth," the author mathematically demonstrates, that by the laws of light and motion, no action is ever lost, but that, when a good or an ill work is done, pictures of that work are indelibly fixed upon space, multiplying, distancing the scene of action with the rapidity of light. It only wants a more subtle visual organization, and powers of swifter motion, such as, may be, angels delight in, to trace those delicate outlines. This gathering of to-day is making a record which can never be effaced, — a record upon which we ourselves may gaze in coming years.

And so now, could we recede, with disenthralled spirits, far away, millions of miles among the stars, turning to earth, we might see actually going on, the formation of *The First Normal School in America.*

We might see its first Principal, dear Father PEIRCE, as he left his island home for he knew not what arduous duties nor what fiery trials, but with a unity of purpose and an iron will, ready to grapple with any difficulty that might beset his way, saying even then to his wife as he neared our shore, "*I would rather die than fail.*" Yes, sainted one, your wish was fulfilled, — your success was triumphant, — but your life was the freely given price.

We might follow that leader to the quiet village of Lexington, enter with him the humble building dedicated to the then Normal *experiment*, where, on the third of July, 1839, some few friends of educational progress, with only three pioneer pupils, took the initiatory steps for the establishment of a Normal School, made the small beginning which has wrought untold effects; *for the mustard seed has become a tree, the acorn a mighty oak.*

Having looked upon that apparently unimportant picture, and traced its deep significance, winging our way to earth, twenty-five times ten thousand times faster than light; we might trace in succession all the changes of the last twenty-five years; changes in location, in teachers, in pupils, in methods of instruction, in everything but its life principle of highest truth.

Lexington! hallowed scene of the first uprising of a would-be-free people from the yoke of oppression! ground watered by the blood of heroes! fit soil to receive and germinate seeds of this new growth — seeds sown by hands so true, so tenderly watered and cared for until the land is covered with a rich harvest, whose golden fruits are seen on hill side and in vale from Passamaquoddy Bay to San Francisco, — from Lake

Superior to — I had almost said the Gulf; but the genius of Education can only fold her wings and weep where the demons of Oppression, Pride and Sin are holding their high orgies.

Transplanted to Newton, scene of sacred Eliot's sacrifices, and again to this peaceful spot, it is here we are called upon to celebrate the twenty-fifth anniversary of its existence.

From a child whose life was so precarious that it would seem a *breath* might blow it away, and whose existence was looked upon by those who were ignorant of its true value, as an evil, not a blessing, it has become an Alma Mater, — *our* Alma Mater.

And to-day she has made a feast, and called her children home. Her wide-spread arms would fain embrace all who have ever shared her life, or who have faithfully stood by her, and cheered and aided her. She bids you welcome! welcome to this crowning joy, linked with the hallowed associations of twenty-five years.

She bids a welcome to you, her children, who, in the midst of your little groups are daily, earnestly, prayerfully striving to educate, as you have been educated here. You have closed your schools for the day, a day well earned by years of hearty devotion to your work. It will be a day upon which you will look as one of the golden days of your life. In these blessed reunions, who can tell what sparks of sacred fire may be kindled; or what great and glorious ends this friendly intercourse may advance.

Welcome all who have ever sat at our Alma Mater's feet and learned of her, whether your labors are in the school-room or in more private spheres. You are, you must be teaching still, for there is no one on God's fair earth whose influence is not felt somewhere and somehow. God grant that your influence, as far as it is influence for right, may be extended and strengthened, and that the social sunshine of to-day, in its direct and reflected rays, may be felt for years.

Welcome members of the old *first class*, — pioneers in the good work, worthy followers of a worthy leader. Our hearts burn within us as we thus meet you and greet you on our life-way to-day. Though heart answers to heart all through the Normal ranks, it is with a reverential, almost sacred feeling that we extend to you our friendly salutation. Bound to each other by a peculiar tie, you have ever stood side by side, supporting each other in your peculiar trials, rejoicing with each other in your peculiar joys; ever by your zeal, your steadfastness, and your hearty good will, rendering lasting aid to the cause of Normal Schools.

Welcome, past and present members of other Normal Schools who have gratified us by your presence. The word "*Normal*" is an "open sesame" to all our hearts to-day, and our welcome to you is most earnest and true. It is fitting that those who are engaged in the same great work should occasionally meet otherwise than on the great highway of their labors; that, in the shady groves and quiet retreats by the way-side, individual sympathies may be extended and deepened, and each may feel the inspiration of a brother's or a sister's hearty good will.

Welcome past and present teachers in the various Normal Schools, — you who have so earnestly, so faithfully, so untiringly, through good report and through evil report, labored on and waited on. It has been by your unceasing, self-sacrificing labors, your patience, your belief in the necessity of your undertaking, and your trust in its ultimate success, that that success has been attained. *You* shielded the scattered seed, that the birds of envy and ill-will might not devour it, — *you* watered the tiny acorn, — *you* guided the footsteps of the helpless one; and the supporting branches of the fruitful tree, the firmly-knit limbs of the mighty oak, the extended influence of our fostering mother will repay you.

The little country school, nestled almost unseen among our hills, and the more stylish village seminary, alike bear witness to your good works; while the throbbing hearts of this collection before you, and of the many more who cannot be here to-day, tell of love and gratitude for all your sacrifices.

Welcome, members of the Board of Education and other friends, steadfast and true. You who shared our anxiety in the early days when Normal Schools were an experiment, and who, by your encouragement, upheld the weary hands till the *right* prevailed. *Gladly* we bid you welcome.

And, oh, may I not say—"Welcome, bright host of sympathizing spirits, who, clothed upon by immortality, are with us here to-day?" I feel, I know, that if ever spirits of the departed are permitted to revisit loved scenes, we have with us a heavenly throng: — HORACE MANN, whose heart enfolded every child in the land, — Father PEIRCE, prematurely old through his Herculean labors for the success of his last, his crowning work, — CAROLINE TILDEN, another glorious sacrifice, — NICHOLAS TILLINGHAST, Prof. NEWMAN, DAVID PAGE, EDMUND DWIGHT, DANA P. COLBURN, and the many, many more, who,

> "Laboring well and suffering well,
> Have reached their promised rest."

Brothers, sisters, let us open wide the portals of our souls to receive the blessed influence of these immortal spirits. Oh! for a portion of the fearlessness of that great reformer, HORACE MANN, — of the patient, self-sacrificing, truth-loving spirit of Father PEIRCE, — of the brilliancy of CAROLINE TILDEN, — of the accuracy of NICHOLAS TILLINGHAST, — the benevolence of EDMUND DWIGHT, — the perseverance of DAVID PAGE, — the enthusiasm of DANA P. COLBURN, and the *Christian spirit of them all.*

With a consciousness of hallowed presence here, let us hear-

tily enter into the festivities of the day, and closer, closer draw our bond of union. We are living in troubled times: we must prepare ourselves to fulfil more faithfully than ever our heaven-appointed mission. Side by side must we stand, shoulder to shoulder must we press on to meet those potent enemies, Ignorance and Sin. United, with God's help, with His weapons only in our hands, and His spirit in our hearts, we may help to plant by the side of our glorious country's flag, which shall yet float, a flag of *Liberty* over all the land, — the ensign of *Peace* and *Love*, of *Justice* and *Humanity*.

Feeling that this, above all else, is now our great mission, and that the exercises we have already enjoyed and those in which we are yet to participate, will help to gird each one of us more truly for the work again, in the name of our beloved Alma Mater, I bid you *welcome, thrice welcome!*

In response to the sentiment: "West Newton Normal School Days—the days of happy memories," Mrs. LOUISA P. HOPKINS, of New Bedford, read the Poem which follows:—

A winning, waving meadow, with scarf of blue and green—
'Twas the sedgy grass and water, with Forget-me-nots between—
We were wading over ankles and the sun was shining hot,
But we school-girls at West Newton loved the blue Forget-me-not.
Other meadows stretched alluring, where placid streams flowed through,
And the Gentian with its fringes, and the River Flag gleamed blue,
But the plashy, mocking mosses, with their clumps of starry eyes,
The slender-stemmed Forget-me-nots were more bewitching prize.
And when the July sun looks down on each successive year,
And the happy green and blossoms, and the birds are settled here,
I find within my memory a sunny, Summer spot,
'Tis the old school at West Newton wreathed with wild Forget-me-not.

Retracing that bright picture, it is easy to begin
With the fog-cloud in the morning that shut the Village in.
We were up in time to see it, ere it, lifting, thinned away,
For we rose to read our lessons in the violet bloom of day.

Anon the school was opening, and the instant found us there—
Still how fresh the inspiration from the choral hymn and prayer.
Sowing seed by other waters, it has strengthened us and blest,
When our hands were almost failing, and our hearts were sorely prest.
Soon blackboards teem with mystic curve and cabalistic sign,
And a gentle lady stands there, with a mind so crystalline,
She guides the swift brain-coursers, and from her magic hand
Runs thrilling to each eager steed th' unseen, electric band.
And oft I have remembered when my soul was dull and spent,
How a queenly one looked upon us—her color came and went,
While her glowing words swept over us as healthful winds sweep by,
And forever she enriched us with her dark and fervent eye.
Enthusiasm — holy power! best alchemist art thou,
Kindled from soul to soul, and sped from radiant brow to brow,
Changing to joy all duty, and on transfiguring heights
Showing us all the shades of earth fair with celestial lights.
Not least in this clear vision I remember, if I may,
Running cross the fields at twilight by a narrow, trodden way,—
And she, at whose magnetic call, we every breadth could span,
Shone like a rare crown-jewel in the home of HORACE MANN.

Education has its heroes, they lay not their armor down
Till they meet death in the combat, and receive the victor's crown.
And the Pioneer, who, East and West, held firm th' advancing van,
Was one of lordly heart and mien—our own great HORACE MANN.

At last the happy seasons of that rich school year were fled,
They had lavished all their largess, and we gathered round our Head.
As a crescent of white lilies waits for some reviving dew,
We, pale, with parting, waited for his benediction true.
And when, with our commissions in his hand, he stood and prayed,
We felt like the Apostles, strong in God, in self afraid;
And an earnest, full assurance was given then and there,
That God Himself would answer that deep, availing prayer.
So, young and full of courage, we looked the future through,
And thought — There's naught upon the earth we will not dare to do.
All holy work is Woman's work, unworthy she who scans
Each feebly-set partition that divides her work from Man's.

Ah! wreaths of blue Forget-me-not! bloom new and fresh always,
Immortalize in us the faith and spirit of that day;
And when, all met in Paradise, the long roll-call is made,
Each with her work before the Lord, — we will not be afraid.

Rev. EBEN S. STEARNS read, by request, the following lines, written by a graduate of the "First State Normal School:"

While we recall with grateful words to-day,
The friends whose counsel blessed our early way,
Glad we remember *one* whose long-tried skill,
Watches the interests of the good cause still.
Whose large experience, and whose liberal thought,
To us unmeasured wealth so freely brought.
Who showed in breadth of culture, learning true,
The teacher now must be the scholar too.
Who loved our studies, understood their end,
The unsparing critic and the constant friend.
No smiling sham, beneath his keen dark eye,
But feared to meet its quiet scrutiny.
None knew so well as he the work well done,
Or gave so cordial praise where praise was won.
And when on festal days in grand array,
The term-time work before our elders lay,
No eye like his followed the twisted line
Of abstract proof through tangent and cosine.
Yet when we decked the hall to charm the eye,
With all the blooming wealth of rich July,
The rarest tints arranged with choicest care,
We knew would find a warm admirer there.

Well we remember the bright summer day,
When, following him, we took our happy way,
Where, 'neath the shade of arching trees, he stood,
And showed the wonders of the waiting wood.
A troop of happy girls, eager to learn,
We gathered round, knee deep amid the fern,
To scan the various forms of leaf and fruit,
Of graven bark, and earth-imprisoned root.
The listening oak its acorns downward flung,
And high o'erhead the wondering robin sung;
While thus we learned to read below, above,
Written in lines of beauty, thoughts of love,

Years have gone by—and eager children now
Ask us the mysteries of each leafy bough.
Where has the humming bird his place of rest?
Why does the robin leave his last year's nest?
And glad young voices call for us to show
Where the sweet hazel nuts and acorns grow.
Which is the bowing hemlock, which the pine,
Where hang the purple clusters of the vine.
Thus, wandering thoughtful through the quiet groves,
We talk of him and of the trees he loves;
Of him who, in his days of well-earned ease,
Cares for small children and for stately trees.

Rich may the harvest of his autumn be—
Rich in the garnered wealth of memory;
And young hearts, grateful for the good he sent,
Make glad his Indian summer of content.

In conclusion Mr. STEARNS read this sentiment: — "The devoted Teacher, just Critic, and generous Friend — we wait for the Lesson of the Hour," — to which Mr. GEORGE B. EMERSON was called upon to respond.

Mr. EMERSON rose to thank the associated teachers for the kindness with which he had been received, and some unknown friend for the flattering manner in which the interest in the school which he had always felt and constantly expressed, had been acknowledged. He recalled a visit to the one Normal School at Lexington, when there were only three pupils, and contrasted that condition with the present, when there were four large and flourishing schools supported by the State, all admirably managed; and he spoke of the good already done and which would go on to be better done by more and more highly educated teachers. He called to memory some of the faithful and able teachers in this school, now gone to their reward, particularly Father PIERCE and CAROLINE TILDEN, and was going on to mention others, and to reiterate the lessons he had formerly so often given, as to the motives by which the teacher should be himself influenced, and the motives to which he should appeal, when the ten minutes allowed to each speaker expired, and he took his seat.

A few days after the celebration, Mr. EMERSON addressed a letter to the Secretary of the Convention, which the graduates will recognize as the lesson intended for the hour, and which is therefore inserted in this Memorial:

BOSTON, July 11, 1864.

My Dear Miss Crocker:—I was never more agreeably surprised and touched than I was at the reading by Mr. STEARNS, of the beautiful lines so full of allusions to myself, at the recent celebration at Framingham. In my agitation I failed to say what I had intended to say, and said what might as well have been omitted. I wanted to repeat the lessons I had so often given, such as — Aim only at the highest ends: Appeal to only the purest and highest motives: Fill your souls with the noblest aspirations, your hearts with the warmest affections, your minds with the richest thoughts, and consecrate all to the great work in which you are engaged, — the best and noblest work to be done on earth: Aim always at perfection; "Be ye therefore perfect," — as no lower aim is adequate to the immortal destiny of man: Appeal always to conscience, so as to exercise it constantly from the beginning; asking, in every event, what is right and good, and what is evil and wrong, and faithfully listening to its dictates and following them: Inculcate the great truth that all pleasure, all enjoyment, must come from the exercise of one or more of our faculties of body or mind, and that labor of body or mind is thus the great blessing of humanity: Prepare for the leisure of life and for old age: Inculcate accountability to one's self as an immortal being, destined to bear the consequences of neglect and enjoy the fruits of faithfulness: Accountability to God as His child, for every power and opportunity to do good to his other children: The imitation of good and great men, the benefactors of the race: The imitation of Christ.

Never appeal to brute force except when it is absolutely demanded; remembering, however, that corporal punishment may sometimes be necessary, but that he must be a poor teacher who often has recourse to it. Never appeal to emulation, but insist on the divine lesson, "in honor preferring one another:" Remember the injunction of the holy Paul, "Be not overcome of evil, but overcome evil with good," and that the only absolutely irresistible power is ever-enduring, wholly unselfish love.

The teacher *must be* armed with this principle. She *must* love children; and she ought to remember that all of them are or have lately been of that number of whom the Divine Master said, "Of such is the Kingdom of Heaven."

Remember that the art of teaching, which should be the oldest, is really the newest of arts; that, in most schools, in all departments, much time is wasted in teaching what is of little value, while many things, most important for the child to learn, are not taught at all. In short, what should be the great and leading object in every school, — preparation for the duties and labors of life, — is, in many ways, in schools of all grades, almost entirely neglected.

Some of this I was preparing to say, when the inexorable bell told me my time was gone. Of course, Mr. STEARNS and you, and perhaps others, were disappointed, and waited in vain for "the lesson of the hour."

I write to thank you, and, through you, the author of the poem, for remembering so kindly and so graciously calling to my mind little things that I had thought forgotten — that I had almost forgotten myself.

I am, with great regard and affection,

Yours very truly,

GEO. B. EMERSON.

Miss LUCRETIA CROCKER.

IMPROMPTU,

Read by Mrs. LOIS T. C. HOWISON of Salem.

But twenty-five summers ago, my good friends,
Only twenty-five summers and odd,
They tell us there wasn't a Normal School
On all Massachusetts sod.
And twenty-five summers ago, my dear friends,
Though it's harder to understand,
There wasn't a Normal School, we are told,
In the whole of this blessed land.

My knowledge of dates is but vague, it is true,
But I thought — not to be too exact —
The Dark Ages were matters of history,
But I find they are matters of fact.
How very benighted the land must have been,
How vainly instruction was sought,
How many slack ropes must have been in the ship,
When not even the masters were *taut!*

Just think of the sighings and groanings and tears,
When the children for wisdom made search,
And found that "internal improvements" were made
By external appliance of birch.
No "object-lessons" were thought of then,
There was no royal road to knowledge,
There weren't any "ponies" in those stern, old times,
How *did* the poor boys get through college?

Just think how the national legs must have ached,
The bodies how sadly unplastic,
When people could stand only right side up,
And nobody knew a Gymnastic!
They hadn't found out, in those primitive days,
What much of the Universe means,
Hadn't guessed the true function of various things,
For instance, they didn't "know beans."

The wondrous discovery of "muted tones"
Hadn't got, then, through any one's noddle,
And in short I'm afraid, very sorely afraid,
There wasn't a school that was "model."
So it's easy to see our advance has been great,
And I think we may safely expect
To import for our teachers, in Eighty-Nine,
Professional angels, direct.

The sentiment, "A voice from the West," was followed by a Poem from Miss ANNA C. BRACKETT, Principal of the Normal School, St. Louis, Mo.:

We bring you our greeting, oh schoolmates, oh sisters!
From where the great river flows, — rushing along
Past city and village, past mountain and prairie,
Unresting, with current swift, steady, and strong;

And bears on its waters, unshackled anew,
No flag but the beautiful "red, white and blue."

We bring you our greeting from loyal Missouri,
That turns her scarred face to the front and the foe,
And, though weary with struggle, though shot-torn and bleeding,
Still guards with strong hand the dear colors we know.
Warm greeting we bring you, oh home by the sea!
From loyal Missouri that soon shall be *free*.

And back to the free air of old Massachusetts
We turn, with our hearts full of love and of pride;
Once more her rough rocks and her clear waters greet us;
Once more, beloved comrades, we stand by your side,
And memory calls up all the past that was here,
And brightens the scenes we shall always hold dear.

And rushing and wild, like the broad Mississippi,
The thick-crowding memories thronging must come,
As back to this rightly-named "home of the stranger,"
Once more from our wanderings, our eager feet roam.
What bring we, oh friends, from our differing ways?
What bring we from all of these swift-fleeting days?

The rolling years have brought their tears
And smiles in turn before us;
But hearts are young as when we sung
Our last and parting chorus.

Still hold we true, through all the new
And strange the years have brought us,
The earnest will, that follows still
The paths that here were taught us.

'Tis not from play we come to-day;
No idle hands are ours;
Just for a while, in summer's smile,
They pause to gather flowers.

And all the bloom and rare perfume
We'll carry when we sever;
And from them twine for "auld lang syne"
A wreath to cheer forever.

No untouched dust, no gathered rust
We bring you from our places;
Our tools are bright, and shines the light
From earnest, eager faces.

From differing way, we bring to-day
Hands that are growing stronger;
And hearts that ask no better task
Than that of working longer.

Yet not alone in sunshine stand
Our memories of the past;
The shadows from the "silent land"
Their softening o'er them cast.

Our hearts remember those who lie
Safe under summer flowers,
Who never, as in days gone by,
May lay their hands in ours.

No gentler hands, no stronger hearts,
E'er knew we at our side;
We do not hide the tear that starts,
For comrades true and tried.

The blessing of their earnest strife
Upon our strivings fell;
We hold them always in our life,
We do not say, — farewell.

So take our glad greeting, oh schoolmates, oh sisters!
And give us a welcome from far in the West.
We work hand in hand, and we work for our country,
Let us find in our labor our long sought for rest.
East and West, they are one, and we strike hands together
Across the broad prairies, o'er river and State.
No fainting, no flagging, but forward forever!
The harvest is white, and the field, it is great.

The exercises of the Collation were closed by singing these lines, written for the occasion, to the tune of

AULD LANG SYNE.

A moment from the beaten track, —
The dusty path of life, —
We've turned to pause beneath the shade,
And rest us from the strife.
A moment clasped each other's hands,
A moment, — 'twould not last;
And now we sadly say, "Good-by,"
And add it to the past.
To auld lang syne, my friends, —
To auld lang syne, —
We'll add one golden memory more
To auld lang syne.

Good-by; we go where care and joy
Are mingled in our way.
Strong be our hearts, and swift our hands,
For all we've heard to-day.
And, wheresoe'er our wanderings be,
In shadow or in shine,
We'll keep one pleasant memory still
Of auld lang syne.
Of auld lang syne, my friends,—
Of auld lang syne,—
We'll keep a blessed memory yet
Of auld lang syne.

The Levee in the evening, at the School Hall, was enjoyed by a large number of graduates and friends.

ADDRESS

BY REV. SAMUEL J. MAY, OF SYRACUSE, NEW YORK.

LADIES AND GENTLEMEN:

Patrons, Teachers, Graduates, of Normal Schools: — With heartfelt thankfulness to our Heavenly Father, I greet you on this auspicious day. Surely the Twenty-fifth Anniversary of the institution of Normal Schools is a period at which we may confidently assume the question to be settled, that all, who would be teachers of children, ought to be especially prepared and trained for their fundamentally important work; and that henceforth the schools for the instruction of teachers will be considered an essential part of a complete system of Popular Education. But, as I look over this assembly of the graduates and friends of Normal Schools, and of the professors, amateurs and patrons of the Art of Teaching, my delight is not a little overshadowed by the spectres of those revered and loved ones, either of whom would be called to address you to-day, rather than myself, if he were living in the flesh, and either of whom would discourse of this grand occasion so much more worthily than I can.

How do all our hearts now thrill with regret, that HORACE MANN, one of the fathers of this Institution, who did all that a mortal man could do for the improvements of the Common Schools of the State and the Nation, — how do we all lament that he is not here to speak as he only could on this Anniversary. His opulent vocabulary and fervid rhetoric would be put in utmost requisition to give utterance to his generous aspirations for the highest welfare of his country and of the human race. His expressive countenance would glow — his significant words would burn with gratitude to the Giver of all good for

the great success which has crowned this part of his plan for the elevation of the standard of popular education.

"Father PIERCE," if he were here, would speak to his children, and his children's children, not only with a wisdom almost inspired, but with a depth of feeling, and a loftiness of eloquence, which would take wholly by surprise those, who had only seen his usual demure looks, had never heard him when his tender heart and large soul were deeply moved. The education of the young had engaged his most earnest thought, had occupied almost the whole of his life. It included, in his estimation, the moral and religious more even than the mental culture of the children of men. Those words, so often on his lips — "live to the truth" — would come from them to-day with such unaffected earnestness, that they would seem to those, who had heard them most frequently, to have a deeper meaning than ever before, and be impressed as the crowning lesson of his life.

Prof. S. P. NEWMAN, first Principal of the Normal School now at Westfield, — well may we sorrow, that he is not living to do the duty I am attempting to discharge. Although his services in this department were cut short by death, yet his high attainments as a scholar; his just appreciation of the importance of this institution, evinced by the promptness with which he resigned in its favor the presidency of one of the most respectable colleges in the country; and the reputation of the instructions which he gave during the too short time that he conducted the Normal School at Barre, — all would warrant us in expecting from him to-day an address of surpassing excellence and beauty.

And Col. TILLINGHAST of Bridgewater, although his extreme modesty might still make him very reluctant to address a large audience, could not have withheld himself from this occasion, if he had been within reach of your Committee's call; for his sense of duty held in perfect subjection every

personal consideration, every private feeling. With him it was always a duty to attempt whatever his position in society, or his relations to others recommended him to do. To-day, were he addressing this audience, you who had seen him but seldom, or only heard of him, would get sufficient insight into his deep-toned character, to enable you to account for the singular power he acquired over his pupils — a sort of fascination, which, to those only slightly acquainted with him, seemed mysterious.

These admirable men were in every way before me, in the grand enterprise we have come here to celebrate; and they have gone before me beyond the reach of earthly demands. In the judgment of your Committee of Arrangements, therefore, the duty which any one of them would have performed so much better, and the honor, to which he would have had a much higher title, is devolved upon me.

But it will not be my duty to engross much of your time. So many are present, from whom you are expecting words of wisdom or of wit; grateful reminiscences or cheering anticipations; that I intend my address shall be but the preface or, at most, the introduction to the richer treat that is before you — the instructive chapters, the choice paragraphs, the pregnant sentences, the apt quotations, the impressive prose, the spirit-stirring poetry, that lie between the covers of this auspicious day.

No one can enter fully into our joy, for no one can fully appreciate the importance of Normal Schools and Teachers' Institutes, who does not clearly discern their relation to our System of Popular Education; and who does not see, that the thoroughly good moral and mental culture of the whole people is indispensable to the health, if not to the life, of our Body Politic.

In the course of events, and, as I believe, in the good Providence of God, the people of these United States were called

to try the grandest political experiment ever attempted on so large a scale — that of self-government — the government of the whole people, by the whole people, for the good of the whole people, instead of the aggrandizement of a favored few. Such was the glorious programme. But the Founders of our Republic put their hands to the work without guarding, as bitter experience has taught us they should have done, against several fundamental inconsistencies.

No truths are more obviously self-evident than that "all men are created equal; that they are endowed by the Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness." But, to say nothing now of the tremendous, heaven-defying inconsistency of starting upon our democratic experiment, with such a declaration of human equality on our national lips, and more than three hundred thousand human beings under our national feet; with the virtual consent that several of the States of this Union might continue to be governed by a most haughty and ruthless aristocracy, — to say nothing on this most painful subject, seeing that, in this day of righteous retribution, we are throwing off the inconsistency by the awful processes of civil war; and passing over another equally glaring, though not yet so mischievous inconsistency, — that of coolly denying to the "better half of the people all participation in the government of the States or the Nation, without so much as the courtesy of saying to our mothers, wives, sisters, "with your leave, ladies",— passing over this, because it is too large a theme to be treated incidentally, let me come to the other grand mistake made in the organization of our Republic, because the evils arising from this can be remedied only by thoroughly good education of all the people. I allude to what is called *universal suffrage.* Believing, as I do, with my whole heart, the primal truth of our Declaration of Independence, of course I do not deny that all men have a right to participate in the institution of the

Government under which they are to live, and in the election of the officers by whom that government shall be administered. But I do deny that any rights are *unconditional.* The right of one person cannot conflict with the rights of other persons. No one can have a right through his ignorance, any more than by his evil intention, to inflict injury upon the community. No man, therefore, can have a right to do what he does not know how to do. Every man unquestionably has a right to be a physician, a surgeon, a ship captain, or an engineer. But no man can have a right to administer a medicine, if he knows nothing of its nature, and of the disease for which he would give it. No man has the right to amputate a limb, if he is unacquainted with the art of surgery. Nor can a man have the right to undertake to guide a ship across the Atlantic, if he knows nothing of navigation; nor to manage a locomotive, if he does not understand the steam engine. All these propositions are self-evident, indisputably true. Yet are they any more obvious, than that no man can have a right to take part in enacting or administering the laws, or even in the choice of others to enact or administer the laws, if he knows nothing of the nature, structure, or spirit of the government under which he lives? Is it not self-evidently true that no man should exercise the right to legislate, or vote for a legislator or executive officer, who is utterly ignorant of the Constitutions of our State and Federal Governments? Does not common sense, at a glance, perceive that no one should be allowed to exercise the prerogative of a citizen, who does not know what it means to be a citizen — the responsibilities which citizenship imposes, the duties which it requires? At least, ought not every one, who would be admitted to the elective franchise, to give evidence to his fellow-citizens that he has read, and that he understands the essential provisions of the Constitution, under which he is to vote?

The answer which these questions imply, is the only one, it

seems to me, which a sane man would give. If so, then did the framers of our political fabric commit a grave, it may be a fatal, mistake. The *doctrine* of universal suffrage is true; but admitting men to the exercise of that prerogative who know nothing about it, is allowing them to put their hands to the Ark of our political existence, without knowing how it is to be upheld, or whither it should be borne. And yet hundreds of thousands, in our country, are allowed so to do. And should this civil war issue, as we trust in God it will, in the overthrow of the Southern Aristocracy, and the entire emancipation of their millions of slaves, then will there be hundreds of thousands more of ignorant men who must, in all consistency, be admitted to citizenship with its highest privilege.

Friends of Education! Teachers of the children of men! the salvation of our nation is to depend, under God, upon the faithful appliance of the best means and methods for the moral and intellectual improvement of the *whole* people. Tremble we well may before the aspect of danger, which universal suffrage puts upon our Republic. But let a second thought rouse us to meet the threatening evils generously, courageously, — the thought that the wise providence of the impartial God probably permitted us to be brought into this predicament, through the mistake of our Fathers, in order that we may fully realize how dependent our civil welfare, if not existence, is upon the lowliest members of our body politic scarcely less than upon the loftiest. The humblest may not be despised or neglected with impunity; for the public well-being may be seriously affected for good or for ill by the ignorance or intelligence, the virtue or the vice of the least of the brethren. In our democratic States, every man, however obscure may be his relative position, is a significant figure. He is a constituent of the Body Politic; and his vote counts as much — may do as much good or ill — as the vote of the most exalted. Some of the momentous measures of our state and

national governments have been decided by the votes of one or two individuals. The adoption of the Missouri Compromise, that disastrous measure which enlarged the borders and prolonged the curse of slavery in our land, was effected by only two votes. It is also, I believe, susceptible of proof that the war with England in 1812 would not have been waged, but for a ballot thrown in a passion by an ignorant individual in Rhode Island. That one vote effected the election of a member of the United States Senate, to whose single vote again, at the important crisis, may be ascribed the subsequent decision of the Senate to plunge our nation into the horrors and vast expenditure of that useless conflict. And it may not be impertinent to remind you that in 1837, a single vote in Massachusetts prevented the reëlection of a very distinguished and, until then, very popular chief magistrate, because he had advised an alarming encroachment upon the liberty of speech and of the press.

In our democracies, the lowliest citizen is, as much as the loftiest, the source of the powers which the governments wield. Nay, there is no one so lowly that he may not be raised to the highest office in the State or the Republic, be called not only to confer but to administer the power of the nation. Under our form of government, it is then nothing less than indispensable that *all* the people should be well educated, diligently trained to respect the power, by which they are governed, (although that power emanates from themselves) because it can have no vital force in the body politic, if it have none in the constituency of that body. No members of a self-governing State do or can contribute aught to the strength of the government, except so far as they have the ability and disposition to govern *themselves*. Consequently a far higher degree of moral as well as intellectual culture is needed in all the people of a democracy, than in the subjects of a monarch or of an aristocracy. The awful civil war, which is now desola-

ting some of the fairest portions of our country, sending messengers of bereavement, sorrow and alarm throughout its borders, and to the utmost trying the strength of our civil fabric, — this war originated in those States where the masses of the people have had no education, and where the dominant classes have adopted the falsest principles of political, social and personal morality.

Nothing has inspired me with so much confidence in our own loyal States, and in the competency of the people to govern themselves, as the self-control, the respect for law, the deference to rulers, which our people have shown through all the excitements and irritations of the last three years. This is a stronger evidence of our stability, than the lavish expenditure of money to which they have consented, and the generous spirit of self-sacrifice they have manifested. The patience with which our immense armies, and the people generally, endured the vexatious delays, that our early commanders deemed necessary, and have borne the sad disasters, the awful waste of lives and of materials, which were incurred by the mismanagement of traitors, cowards, or incompetent men in the highest military posts; more than all, the quietness with which the people acquiesced in the release of those arch rebels, emissaries of the satanic confederacy, Messrs. MASON and SLIDELL, because their capture by Com. Wilkes was not conducted exactly in accordance with the law of nations, as our Government has expounded it, — these and other signal evidences of self-control given by so large a majority of the people of our loyal States, have confirmed my faith in the true doctrine of democracy, that the people have the right, because they have the ability, to govern themselves, and to do it better than an hereditary monarch or lordly aristocracy would do it for them.

Now this power, which emanates to the State from the people as individuals, must be developed in the individuals and

trained to use by the processes called education. This should be begun, and to a certain extent can be best done by the natural guardians of children, their parents, in that most sacred of all institutions, *the family.*

But even if parents generally were what all should qualify themselves to be, before they dare to assume the most important office a human being can fill; if indeed all fathers and mothers were able, and conscientiously careful, to do what they especially ought to do for the right education of their offspring; still, as children are born to sustain other and more extended relations than those of the family, they require a larger range and greater variety of information and moral culture than could be given them by the best qualified parents, in the most ample and well-appointed houses. Children need to receive a moral and mental training, which can only be given them in company with their peers in age, whose conditions in life may vary from their own in every particular; so that they may be, as early as possible, taught to respect the rights and feelings, as also to emulate the excellencies and avoid the faults, of one another. An education, wholly domestic and private, has ever been found insufficient and otherwise defective, however well it has been devised and administered.

Public schools, therefore, which are *indispensable* to the education of nine-tenths of the children, even in the free States of our country, may be made a great additional advantage to the other tenth, who are more highly favored in having parents well qualified to be their literary teachers and moral guides. Even the children of such parents cannot receive alone, at home, — nor even in the best private schools, where they will be associated only with those of their own social condition, can they receive all the discipline, nor be made so readily to see the uses of all the knowledge they will need for the duties and trials of life. It is important that the most fortunate children should be put where they will early learn that

the Heavenly Father has not been gracious to them only; but that in some respects the children even of the poorest in the community have been gifted with better talents, and higher or more lovely traits of character, than themselves. I believe it has been an essential benefit to me through life, that, when a little child, I attended a school with boys and girls, who came thither from homes much less sightly than my own, clad in garments of a coarser texture and less fashionable style than I wore. Nor am I sure that my early espousal of the cause of that most injured "class of Americans called Africans" was not in some measure attributable to the fact that I sat upon the same bench and recited in the same class with a boy, whose skin was as dark as a starless night, but whose spirit was as joyous as a cloudless noonday; who was certainly more witty, and not less wise, than any of his fellows, and was the favorite of us all.

But in Massachusetts, and in this presence, I need not urge the importance of schools, nor argue that in a democratic State it is best that the children of all classes should be educated together, and equally well, so far as it may be practicable. It only remains for us to consider what may be done to make the Common Schools, which are the *National University*, as effective as possible for the great purposes for which they were instituted.

We have come here to-day, to celebrate the great success of the experiment, begun twenty-five years ago, to improve the qualifications and elevate the professional as well as personal characters of the educators of youth. Schools are the most important of all our social institutions, if we except only the churches. And when the plan of Normal Schools shall be fully developed, faithfully applied, and brought into general operation, it will be seen and felt that they are fountains from which life, light, and purity shall be infused more and more into our system of popular education.

Common, Free Schools are the only device by which *all* the children in our country can be reached, and helped to receive the instruction and moral training, which it is indispensable to the well-being of our democracy they should have. The especial purpose of Normal Schools is to make Common Schools as efficient as possible by preparing for them Teachers, who thoroughly understand the work it is given them to do, who justly appreciate its importance, and who will conscientiously do it well. Surely teachers need such particular preparation for the School, not less than ministers for the Pulpit, lawyers for the Bar, or physicians for the practice of the Medical Art.

The State, the Republic, have a right, and for their own welfare are bound to compel all parents, who are not providing for their children good instruction elsewhere, to keep them in regular attendance at the public schools, until they shall have acquired the rudiments of a good education. If so, the parents have a corresponding right to demand such provisions as will ensure to their children a sufficient education, at an age as early as it is practicable, because a large number of parents need the avails of their children's labor as soon as they are able to work to advantage. Therefore the teachers in our Common Schools ought to be adepts in the arts of mental instruction and moral culture, so that they may do quickly what should also be done well. Teachers need to be expert not less than faithful.

A very large proportion of children, especially the boys, are withdrawn from our schools by or before the age of fifteen. Their poor parents claim their services; or insist that it is time they should be put to learning some trade or handicraft, by which to support themselves. This demand cannot be justly, and in many communities might not be safely, denied.

In the city where I reside, we have an arrangement for public instruction, of which no city of equal size in New England

would need to be ashamed. We can take children, if their parents will permit us, from the nursery to the college, through a series of well graded schools. But not one in thirty of our children is left long enough under instruction to ascend into our High School. Not more than one in twenty-five is permitted to reach even the grade next below that department. I presume that elsewhere generally, throughout our loyal States, the facts of the case are similar. If so, the vast proportion of children are to receive all the schooling they will ever have before they have attained the age of fifteen. Should it not, then, be the purpose and endeavor of Normal Schools so to prepare teachers that they will be able to give, and feel the necessity of giving, the greatest possible amount of elementary, fundamental instruction in the too short time that will probably be allowed them to operate upon a very large majority of the children in any community? What is needed, then, is not a course of instruction that is symmetrical and complete in itself, so much as that kind of instruction and moral discipline, which will most certainly give to the children of all classes the ability to acquire, in after life, all the knowledge they may need or desire; and fix in their hearts the philanthropic purpose to consecrate their knowledge, their talents and opportunities, to the service of mankind, rather than to their personal aggrandizement.

The great value of each one of the branches of learning, usually proposed to be taught in our Common Schools, cannot be denied. Provisions for them all ought surely to be made. It may only be questioned whether, within the time that most children attend school, it is practicable to do much more than teach them thoroughly well the three essential branches — Reading, Writing, and Arithmetic; and whether these branches are not too often neglected, for the sake of giving children a mere smattering of half a dozen other branches. Certainly no children, if they can possibly be retained long enough, should

be permitted to leave school until they can *read well, write will, and cipher well.* They, who are fully possessed of these arts, may learn all things else, that they need or desire to know. Therefore should the course of instruction in our schools be so ordered as to insure to the greatest number of the young, in the first place, the highest moral culture that can be given them; and secondly, the greatest proficiency in Reading, Writing and Arithmetic.

Reading, especially, is of more importance than all other branches of learning. He who can read easily and intelligently, has the key by which he may, if he will, open all the treasures of knowledge. He may hold intimate communion with the saints and sages of past time, and be the constant companion of the masters of thought in the present age. All books of history, biography, travels, science and imagination lie open to him. The immortal works of Shakspeare — that intellectual cosmos — may be made his own; and, more than all, the Bible, book of books, most "profitable for doctrine, for reproof, for correction, and instruction in righteousness," may disclose to him the counsels of God, the divinest wisdom.

By deferring the formal study of Grammar, Geography, Algebra, Geometry, Physiology and other things to the upper departments — those next below the High and Classical Schools — a great deal of time might be saved, which teachers should devote to Reading. And this they might do without wholly neglecting the studies just alluded to. For a well-trained and skilful teacher may easily lead his pupils to learn the elements of those sciences without text books. Frequently, at the close of a lesson in Reading, he may call their attention to the obvious characters and relations of the different words in a sentence, which will in due time reveal to them the principles of Grammar. In the same connection, there may often be occasions for him to teach prominent facts in Geography, which he can make at once intelligible to his

pupils by general instructions on maps and the globe. In the same way, the first principles of Geometry may readily be made plain to children by calling their attention to the lines, angles, and geometrical figures, that are to be seen everywhere about them; and by requiring them to spend some time in the practice of Drawing. And as to Physiology, its most important truths should be taught daily in all school rooms by the strict attention paid to the ventilation of the rooms, to the postures of the bodies of pupils in sitting and in standing; and by giving to them the reasons for such particularity; and by pictorial illustrations of the human system, when in health and when diseased; and practically by well-chosen exercises in gymnastics.

Children under twelve years of age learn incomparably more from well-conducted recitations, than they do by what is called studying their lessons. I do not undervalue *studying*. In due time great pains should be taken with children to lead them to form habits of real study. But in all our schools of the lower grades, there should be teachers, assistants, and assisting pupils enough to keep the children engaged in Reading, in Arithmetical Exercises, in Writing, in Geometrical or other drawings upon the Black Board or their slates, or in listening to carefully prepared oral lessons, pretty much all the while they are under tuition. And teachers ought to be so well informed, that they can promptly impart every kind of useful knowledge that may be suggested by any lessons their pupils may be reading or reciting, or by any interesting occurrences that may happen in their schools. Never is knowledge so readily received, nor so firmly fixed in the mind as when it is imparted just at the moment the inquiry for it is naturally raised. Lessons in Reading should not be confined to the ordinary text-books; but valuable volumes of biography, history, science, poetry adapted to the young, or interesting articles from newspapers, should sometimes be read by the teacher or

one of the pupils; the rest of the class being required to listen, and afterward to report what they have learnt by hearing.

I must omit much more that I would say on this and kindred topics, for want of time. I have seized this great educational occasion to give the prominence it deserves to the subject of READING, because I am persuaded this primary art is altogether too much neglected, or very shabbily taught in most of our schools. I hope such a response to what I have said about it may be given here or elsewhere, by all who now hear me, as shall fix the attention of teachers everywhere upon the primal importance of Reading; and excite those throughout our country, who have the supervision of our Common Schools, to be especially careful that all the children of the people shall be taught *to read well*, if no more.

Nothing is so important to a human being in this world, as the ability to read well, excepting only Godliness and Good Health.

Only to those last named, most needful things, should greater attention be paid, in all our schools and families, than to Reading. *Bodily, mental* and *moral health* demand the first and the last care of all, to whom is committed the education of the young. It is the extreme of cruelty to permit children to grow up in wilful or in unconscious violation of those principles on which their highest welfare depends in this life and in the life to come. Every thing else in schools should give place to the moral discipline and culture of the pupils; and teachers should be especially prepared and trained to do their duties well in this respect. For, in the first place, many of the children entrusted to their care, receive no moral culture, and are subjected to no proper discipline elsewhere. And, secondly, in school they are brought into new and enlarged relations to their fellows, and are subjected to novel and often severe temptation. But time forbids me to dwell, as I meant to do, on this, the most important of all our topics. I may only leave with you a few seminal thoughts.

The misdeeds and faults of children, even more than of adults, should be always so treated as to make it obvious to their fellows, that it will be far better for them to have their sins found out, than that they should remain concealed. Nothing is so fatal to the moral discipline of a school as a continual strife between the teachers, on the one side, to detect, and the pupils, on the other side, to hide, their own and each other's delinquencies. Pains should be taken to show the reasonableness, the necessity, of all the rules and regulations appointed for their governance — that they are not merely arbitrary enactments. In this way a public sentiment may be awakened in schools, hostile to all transgressions of wholesome laws; and the pupils may be brought to feel that they have been wronged and insulted, not less than their teachers, by every deed of violence, disobedient act, or instance of lying, profaneness or obscenity. Not the fear of punishment, but the dread of all wrong alone can purify and elevate the characters of children or of men.

Especial pains should be taken to seek and to save the lost; and the sympathy and assistance of the well-behaved and virtuous should be invoked in their behalf, rather than the indignation and abhorrence of the good directed against offenders.

All distinctions in a school should be avoided, excepting those of obvious and acknowledged superiority in moral character and scholarship. Let such appear as they may, and bring all the praise and joy they will to those who have earned them. Emulation, stimulated by the offer of artificial rewards, may enkindle the worst passions — envy, jealousy, hatred and revenge. Let no prizes, therefore, be offered in schools, excepting that one prize which every child may gain if he will — *the consciousness of having endeavored to do his best.* Teachers should ever be mindful, that the unsuccessful may sometimes be the most meritorious; that the desire to excel is by no means identical with the love of excellence; and that the fear of censure is not the same as the dread of doing wrong.

Bear with me a moment longer. All children, who are not under proper moral discipline at home, and who withstand the good influences that may be brought to bear upon them in school, should be placed in institutions especially intended for the reformation of juvenile delinquents. When we shall have in all our cities, and at convenient intervals throughout our rural districts, institutions conducted upon the principles, and in the spirit of the admirable State Reform Schools at Westboro' and Lancaster, then, and not until then, will our system of Popular Education be complete. To make that system more perfect than it now is — to make it more truly Christian — it must be so extended and ordered, *that it shall embrace and save the lost.*

Fathers and mothers, who cannot or will not train up their children in the way they should go, forfeit their parental right to them. They should not be allowed to keep them in ignorance and sin for the sake of the pittance they may derive from their begging or their labor; nor because of the mortification they might feel at having their sons or their daughters arrested and disposed of as delinquents. It is the duty which the State owes to its youthful members, as well as to its body politic, to take such children under its especial protection, from the families of the poor or the vile, and give to them the moral discipline and the literary instruction which they need, but which they fail to get at home.

Then only shall the peace of our Republic be true and permanent, when all the people are taught of the Lord; when their minds are stored with necessary knowledge, and their hearts are filled with virtuous principles. None, not even the least of the brethren, may be neglected with impunity. As "God is able of these stones to raise up children unto Abraham," so may there arise, from amongst the lowliest in our land, the men and the women, who shall be the Saviors or the Satans of our Great Republic.

HISTORICAL SKETCH,

BY

REV. EBEN S. STEARNS.

LADIES AND GENTLEMEN:

In entering on the duty assigned me, I must, at the outset, not only cast myself upon your kind indulgence, but bespeak your patience. The subject is not only too large, but too important to be hastily treated, and yet I must confess to great embarrassment in the preparation, from a consciousness that brevity would be the soul of wit on this occasion; and from an ever-present desire to gratify those who wish my words to be few. I beg leave to assure such, that I have remorselessly sacrificed everything not seeming to be absolutely essential to a *respectable* performance of my task. The particular history of this school — this earliest and most widely known of its class — *necessarily* involves a passing allusion to all those circumstances that gave it birth.

The Massachusetts Common School System, so called — that shrewd device of our Puritan fathers, by which they hoped to outwit the Prince of Evil and protect their posterity from the "wiles of the old Deluder, Satan," — had for many years, through storm and shine, been the faithful nurse of elementary learning, good citizenship and pure morals, — or rather, that *alma parens* whose bountiful gifts had advanced the State, strengthened the church, and upheld the very pillars of social life. But when her offspring had become numerous, and occupied

with the labors and duties of life, or vexed with the cares of church and state, the mother seems to have been in a measure neglected, or looked upon as a good old lady in blue check and mob cap, with well-thumbed Bible on her knee, to be visited, and perhaps petted once a year or so, but not much thought of the rest of the time. She saw how she was regarded, felt how she was neglected, and knew how vain it was for her to plead with those who appreciated her so little; and so with woman's tact and woman's patience, she folded her hands in seeming resignation, saying, "They will yet learn their true source of life and strength. I bide my time." And so it turned out.

Between the years A. D. 1820 and 1825, there appeared upon the stage a small class of intelligent, cultivated, self-sacrificing men, with all the vigor and freshness of early manhood, who saw, as it were at a glance, how matters stood; deplored the educational decline; and began earnestly, and, in general wisely, to apply the remedy. An "Educational Revival," as our brother, the Orator, has aptly termed it, took place. The people began to see that a right education, widely diffused, would prove the glory of the State — nay more, was for her the only source of influence, power, and lasting greatness.

Time and present circumstances forbid us to speak in fitting terms of these Educational Revivalists, to portray their characters, and to recount the noble deeds which each performed. Indeed, thank God! many of them yet live; yet enjoy the rich fruits of their early labors; are yet able and ready to lend a helping hand to every good work.

Foremost, perhaps, among these pioneers was JAMES G. CARTER, genial as a friend, accomplished as a teacher, ardent as a politician, who fought most manfully, and for a time nearly alone; and to whom, it is believed, belongs the honor not only of starting the great reform, but of perceiving how essen-

tial to its completeness and permanent utility, would be the thorough, professional education of teachers under public supervision and at the public charge. His newspaper articles on popular education, from A. D. 1821 to '24, — his letters to Hon. WILLIAM PRESCOTT, L. L. D., on the Free Schools of New England, with Remarks on the Principles of Instruction, — his "Essays upon Popular Education, containing a particular examination of the schools of Massachusetts, and an outline for an Institution for the Education of Teachers," — his Memorial to the State Legislature in 1827, praying for aid to establish a Seminary for the Education of Teachers, with a Model School attached, — his efforts in Lancaster, his native town, to carry out the School as a private enterprise, — his activity and influence in founding the "American Institute of Instruction" in 1829–30, that noble society which for thirty years has been a source of life to the educational interests of the country, — his unremitted labors as a politician in behalf of Popular Education, — his successful introduction of a bill establishing the Board of Education, — the detraction, persecution and financial disasters he encountered in the advocacy of his schemes, — all these entitle JAMES G. CARTER to a most honorable mention.

There were WILLIAM C. WOODBRIDGE, a teacher and the son of a teacher, distinguished as a geographer and editor of the Annals of Education and other works, — and SAMUEL R. HALL, for many years a teacher of teachers, and in 1839 the founder, at Andover, of a Seminary for Teachers — the first regular seminary in this country designed for such an object — a genuine Normal School — though not of State patronage or adoption, — and GARDNER B. PERRY, of Bradford, a modest country clergyman, in early life teacher of a distinguished literary institution, who through a long and able life labored as he found opportunity to promote popular education.

There, too, were THOMAS R. GALLAUDET, the skilful, devo-

ted instructor of the deaf and dumb, who made the dull ear to hear of the wonders of the creation, and the tongue of the dumb to sing the praises of God,— and WILLIAM A. ALCOTT, the eccentric physician and educator and author of many good books.

HORACE MANN, the first Secretary of the Board of Education, came late into the work, but brought with him all the powerful energies of his mature life; all the learning, culture and acumen which had distinguished him at the bar; all the knowledge of human nature and skill in management which made him successful as a politician; and all the influence which he had acquired among the people. Withdrawing himself from less laborious and far more lucrative occupations, he gave himself, soul and body, to the great enterprise. Of his earnest, self-sacrificing devotion, of his indomitable perseverance amid opposition and reproach, of his enormous personal labors, we cannot here speak. The prime agent in establishing the Board of Education, its *soul* as well as its Secretary, he was the establisher of *this* school, and its most earnest and constant friend, so long as it continued within his reach; and but for him it would have died for want of that mere pittance on which so much of its life has been supported, and which, again and again, he secured.

Prominent among these was EDMUND DWIGHT, the merchant prince, as unostentatious as munificent, whose open purse enabled the Secretary to live, which State patronage alone never could have done; and whose timely gift of $10,000 to the State of Massachusetts, presented March 10, 1838, secured from its Legislature a corresponding grant; and was, as Mr. MANN has expressed it, "the origin, the source, the *punctum saliens* of the Normal Schools of Massachusetts."

But time fails me to speak of SAMUEL LEWIS, WALTER JOHNSON, JOSIAH HOLBROOK, JOHN A. SHAW, and a host of others. These and many more rest from their labors and their works do follow them.

We have yet with us, thank God! WILLIAM RUSSELL, the educational journalist and associate of WOODBRIDGE, whose native grace and charming elocution were as attractive as his pen was persuasive, and whose whole life has been spent in urging forward the work of popular education:

SAMUEL J. MAY, the accomplished orator of this occasion, and the second Principal of this Institution; the record of whose life is self-sacrifice, and earnest, unremitting endeavor in every good word and work designed to benefit mankind:

CHARLES BROOKS, whose labors in the years 1835–6–7, were second to those of no man — one might almost say to no number of men — to whom we owe the particular *form* which Normal Schools took, and who did very much toward preparing the public mind to look with favor upon the new system; who, beginning with his own parish in Hingham, for the space of three years, without compensation or payment of expenses, travelled over New England, lecturing upon the Prussian system of Elementary Education, with especial reference to Normal Schools. From his friend, VICTOR COUSIN, the first scholar of France, he obtained reports and documents, and encouraging words, which were to him the pabulum vitæ; for in this phase of the enterprise he stood almost if not quite alone; yet planting his feet literally on "Plymouth Rock," he was conscious of strength. In behalf of a convention of teachers, called by him in Plymouth, he memorialized the Legislature in 1836, and was twice called before that body to speak upon his favorite subject. For many years Mr. BROOKS has withdrawn, in a measure, from the bustle of the busy world, and nothing but his undying interest in these schools could, we are persuaded, have drawn him forth to engage in this commemoration:

HENRY BARNARD, as much as any man in this country, entitled to be called *the Educator*, whose fruitful labors are in their prime, and are destined to produce results greater and

still greater as time progresses, and of whom this is not the place to speak at length.

Time and your patience fail me to speak of others who deserve the most honorable mention, and a large place in the affections of the hosts whom they have benefitted. One more only shall be spoken of. Let HORACE MANN introduce him in the words used at Bridgewater at the dedication of the first building erected for a Normal School in this country, August 19, 1846:

"I see before me a gentleman who, though occupying a station in the educational world far above any of the calamities or the vicissitudes that can befall Common Schools; though, pecuniarily considered, it is a matter of entire indifference to him whether the Common Schools flourish or decline; yet from the beginning, and especially in the crisis to which I have just adverted, came to our rescue, and gave all his influence as a citizen and as a teacher, to the promotion of our cause; and whom those who may resort hither, from year to year, so long as this building shall stand, will have occasion to remember, not only with warm emotions of the heart, but, during the wintry season of the year, with warm sensations of the body also. I refer to Mr. GEO. B. EMERSON." Thus far Mr. MANN.

Mr. EMERSON'S whole life has been given to educational labors. The son of a distinguished physician, full of interest in popular education, and of labors to promote it, he has by inheritance the qualities which, under his own careful training and culture, have made him eminent in his profession, and distinguished him as the friend of Common Schools. In A.D. 1821, he was selected to fill the responsible office of Principal of the English High School in Boston, then just established. The work of organization, the plans and course of study, the nature of the discipline to be used, the means and motives to be employed, the moral and religious principles to be urged, all

were left to his wisdom, skill and goodness. How well he did his work, let that noble institution, from that hour to the present the just pride of the city, tell. To him WARREN COLBURN, his friend, submitted the manuscript of that best of works on the science of numbers, "First Lessons in Arithmetic," that, lesson by lesson, he might practically test the work in his school; and the deserved popularity of this book was owing to Mr. EMERSON'S warm recommendations. In 1827, Mr. EMERSON withdrew from the High School to open a Private School for Young Ladies, which he conducted with the most eminent success for more than a generation; retiring from it in 1855, at a moment when, if possible, its popularity was greater than it had ever been before.

Mr. EMERSON, in 1827, was instrumental in forming the Mechanics Institute, was its first Secretary, gave the opening address, and delivered the first course of Lectures. In 1830 he was one of the foremost in forming the American Institute of Instruction, was its first Secretary, and for many years its President. In 1836, he was Chairman of a Committee to memorialize the Legislature on the subject of the improvement of Common Schools, especially by revising the qualifications of the teachers, and drew up the memorial. No particular action being taken by the Legislature, in 1837 a new memorial, also drawn up by Mr. EMERSON, was presented, and seems to have culminated the powerful efforts which were made upon the Legislature. In 1843 he wrote the second part of the School and School-Master, one of the wisest and best works of the kind ever given to the public. In 1830 he was active in the formation of the Boston Society of Natural History, of which he was for many years President, and he was also for many years Corresponding Secretary of the American Academy of Arts and Sciences. In 1837, having been appointed by Gov. EVERETT Chairman of a Commission to conduct a Botanical and Zoölogical Survey of the

the State, he gave to the public his admirable and exhaustive report on the "Trees and Shrubs of Massachusetts."

From the very first, almost of course, Mr. EMERSON was deeply interested in the Normal Schools, and labored assiduously to promote their interests. In 1847 and 8, he was a member of the Boston School Committee, and the latter year was chosen a member of the Board of Education, and during the eight years of his service was most active and influential. He has been for several years, since his return from Europe in 1856, the Treasurer of the Board.

The writer of this sketch, whose period of service as Principal of this Institution is entirely covered by Mr. EMERSON'S connection with the Board; and who was often in a situation not only to test his love for the Schools but also his goodness of heart and catholicity of spirit, found in him an elder brother, wise in council, fruitful in suggestion; always, in season and out of season, ready to assist; sympathizing in every trial; full of encouragement and rejoicing in every success. His efforts for this school have been constant and wise; his gifts to it many; and there are, doubtless, in this assembly, or laboring earnestly in far-off schools, or, it may be, gracing some New England home, not a few who owe to his unostentatious charity, their Normal School education. Long may his happiness and usefulness continue!

The bill establishing the Board of Education was approved by EDWARD EVERETT, then Governor of the State, on the 20th of April, 1837. HORACE MANN was then President of the Senate. At the first meeting of the Board, June 29th, 1837, Mr. MANN was chosen its Secretary.

The Constitution of the new Board made the ultimate introduction of Normal Schools a certainty. Indeed, any scheme undertaken by such men as EDWARD EVERETT, HORACE MANN, JAMES G. CARTER, EDMUND DWIGHT, GEORGE PUTNAM, E. A. NEWTON, ROBERT RANTOUL, Jr. and JARED

SPARKS, was a success the moment they grappled with it. The first two Reports of the Board were written by Mr. EVERETT, and his addresses at Lexington and Barre, with his great personal influence, did much to prepare the public mind to welcome the new measures.

In 1838, on the 19th of April, that day so memorable and glorious, the Legislature by a joint resolve accepted the munificence of Mr. DWIGHT, and appropriated an equal sum to the founding of Normal Schools.

Let us pass over the discussions in the Board of Education respecting the disposition of the $20,000 now in their hands, and hasten to say, that, all things being ready — a teacher appointed, a location selected, public sentiment, as was supposed, well aroused on the subject, and invitations to come and enjoy the priceless boon of a Normal School sent out, — expectation, regarding the incipient seminary, ran high. Why should it not?

The first examination of pupils for admission was to be held at the school-house in Lexington, on Wednesday, July 3d, 1839. The morning came. The old historic town was agape with wonder. The new teacher was anxious, but strong in hope. The Board of Education sent out, to oversee and aid in the labor of the day, a formidable delegation; and doubtless HORACE MANN, JARED SPARKS and ROBERT RANTOUL, Jr., as they gazed upon the limited capacity of the school building, and thought of the numbers they expected to examine that day, and the greater numbers expected to throng those halls on succeeding days, formed many a wise plan to enlarge their borders. The time for examining arrived — all was ready for action. The doors were thrown open to admit the eager crowd of candidates. Alas! alas! three modest, shrinking girls only were seen. Poor things! no wonder if they were frightened. In numbers their examiners surpassed them, and were a presence in which the ripest scholarship might tremble. Poor things? Nay, illustrious ones! to your last-

ing honor you were first to perceive and appropriate the blessings in store, and forever first you will stand on the lists of Normal School pupils. It was a disappointment, cruel, indeed. To feeble minds, the mortification would have been intense, and the seeming failure crushing; but, small as it was, this was a *beginning*, and they knew it, and were content.

Nothing daunted, the Board, on the first Wednesday of September, 1839, opened a second school at Barre, under the direction of the late Prof. NEWMAN; and on the second Wednesday of September, 1840, a third in Bridgewater, under the direction of the late Col. TILLINGHAST.

It should be here understood that these schools were not at first *State* schools, but the schools of private munificence, *aided* by the State — the State being responsible neither for success nor failure. Consequently, and indeed as a measure of policy also, private aid was solicited and private coöperation secured. To the school in Lexington, a building, used as an academy years before, was given, free of rent, for three years; and some contributions were made by well-wishing citizens for repairs, apparatus, &c. A similar arrangement was effected for each of the other schools. The citizens of all these towns seem, however, perhaps naturally enough, not to have sufficiently appreciated the value of these schools to their respective towns, nor to have anticipated what they were in time to become. Accordingly two of the schools, those at Lexington and at Barre, were compelled to find new homes, after their first term of three years had expired; while that at Bridgewater is understood to have actually suffered for a time.

The gentleman selected by the Board of Education to commence the experiment at Lexington was Rev. CYRUS PEIRCE, a native of Waltham, Mass., born Aug. 15, 1790, and graduated at Harvard College in 1810, where he left behind him a reputation for pure morals, upright demeanor, and thoroughness in scholarship. In his sophomore year he taught the vil-

lage school in West Newton, where he was destined nearly fifty years after to close his long and successful educational career. Soon after leaving College, in 1810, he took the charge of a private school on the island of Nantucket; whence, after two years of acceptable labor, he returned to Cambridge, and completed a course of study preparatory to the Christian ministry. After spending three years in preparation for what he looked forward to as his great life-work, he was urgently solicited to return to Nantucket and resume the work of instruction. Here he labored with his accustomed zeal and success until 1818, when he relinquished his place, and entered upon the work of the ministry. During his residence in Nantucket Mr. PEIRCE was united in marriage with Miss HARRIET COFFIN of that place, to whose wisdom in counsel, readiness and constancy of sympathy, promptness and energy in action, combined with cheerfulness and hopefulness of disposition, and rich and varied culture, he doubtless owed much of his success in the different positions he afterwards filled. No sketch of this school, at least, could be complete which did not recognize the modest and uncompensated labor of Mrs. PEIRCE. May she long live to enjoy the gratitude of her own as well as her husband's pupils, and the benign smiles of our Heavenly Father! Mr. PEIRCE was settled as a minister in North Reading in A. D. 1819, and continued ably and successfully to perform the duties of his office for eight years, when he resigned and again resumed the work of instruction, subsequently returned again to Nantucket, where he became a recognized authority in all school matters, and was first and foremost in every good word and work. His influence on the Common Schools of the island was great, and served to make them among the very best in the country. While in charge there of the new public High School, Mr. MANN accidentally met him, visited his school, became charmed with the man and delighted with his work. Hence he was invited, in 1839, as

has been stated before, to take charge of the new, difficult and doubtful experiment at Lexington. No one can comprehend the situation of affairs at the time, — the grandeur of the enterprise, if successful, — the disastrous consequences, if it failed, without cheerfully considering that this appointment was the highest honor that could be conferred on any educator in the country; without understanding something of his feelings when he exclaimed to his wife, "Harriet, I would rather *die* than fail in this experiment." To his reputation as an instructor a failure would have been a death from which there would have been for *him* no resurrection. No wonder that, when he returned home from the disappointment of that first day, he said to Mrs. PEIRCE, "The Board have made a mistake in electing me; beyond Nantucket I am not known as a teacher, and the public have no confidence in me." The despondency was but a passing cloud, — cheerfulness and hopefulness returned.

The little school, with some additions in the next few days, was organized, and commenced its noble career, unfalteringly. Numbers slowly increased; a Model School was organized in October, its first teacher being Miss SWIFT, now Mrs. LAMSON, who is with us to-day; and thus, on a small scale, the system was complete. Many persons will remember how apathetic were the people in general, at this time, in regard to these schools; while some, ignorant of their true character, misapprehended and misunderstood their design, so that envy and jealousy were soon added to the obstacles to be encountered. In the winter of 1840, a storm of opposition arose, and but for the most skilful management and vigorous battle, the destruction of the Normal School, and a dishonorable return of his money to Mr. Dwight, would have been the consequence. God be praised, the Old Bay State, which none love more tenderly than those who no longer dwell among her enlightened people, was saved this burning shame! The victory over politi-

cal and theological opposition, over narrow-minded jealousy and rivalry, gave rise to a better understanding and an unexpected degree of popularity. So God everywhere "makes the wrath of man to praise Him." Opposition did not cease at once, but it never again gained strength enough to be very formidable. The school, once started and safely through its first winter, continued slowly but steadily to increase until 1842, when the Principal, exhausted by the labors and anxieties attendant upon it, was compelled to resign and recruit his wasted powers. Thus far he had labored alone; and, that he might not give an argument to the most penurious, and in order to make the limited funds hold out as long as possible, had not only managed and taught the school, but had performed some of its most menial offices.

Both Mr. PEIRCE and Mr. MANN at once fixed upon Rev. SAMUEL J. MAY as a most worthy successor, and, by their solicitations, Mr. MAY gave up his parish in South Scituate, and accepted the appointment, September 1, 1842. Mr. MAY, a native of Boston, was graduated at Harvard University in 1817. During his college life he taught school in the winter, first in Concord and then in Beverly. Having completed his studies, preparatory to the ministry, at Cambridge, he commenced preaching in December, 1820, "the very Sunday after DANIEL WEBSTER'S solemn charge to the occupants of the pulpit to be faithful to the cause of the enslaved." In 1822 he was settled as a pastor in Brooklyn, Ct., where he remained fourteen years; being, during the whole of that time, a member of the School Committee of the town, and devoting much time and thought to education. It was at his instance, that in 1826 the first popular convention on the subject of education and the improvement of schools was called. In the years 1832–3–4 and 5, he devoted much time to the anti-slavery cause, in connection with Mr. GARRISON, GEORGE THOMPSON, and the

abolitionists. From 1836 to 1842 he was minister of the church of South Scituate, Mass., and, in the spring of 1845, was settled as minister of the First Unitarian Church in Syracuse, N. Y., where he at present resides. During Mr. MAY'S connection with this Institution its numbers greatly increased, and he was compelled to summon to his aid assistants.

The fortunate selection of Miss CAROLINE E. TILDEN, doubtless added still further to the popularity of the school. Miss TILDEN, a former parishioner of his, was educated at the Bridgewater School, and by her peculiar genius and talents, high culture and zeal, was well-fitted for the post. Her heart was full of kindness, her manners attractive, and her eye was an almost irresistible charm. Her career was short; she "preferred to wear out rather than to rust out," and soon passed away. Her associate, Miss ELECTA N. LINCOLN, was a pupil of Mr. PEIRCE, a pupil and then an assistant of Mr. MAY, again an assistant and chief support to Mr. PEIRCE, and most ably conducted the affairs of the institution during the interval between the close of the administration of Mr. PEIRCE and the beginning of that of Mr. STEARNS; and with the latter she labored with untiring zeal and faithfulness, assisting him to carry the school through a most difficult and critical period, as no other could have done, encouraging him by her example and cheerful spirit, until her marriage in 1850 to Mr. GEO. N. WALTON, of Lawrence.

It may be well to state here, once for all, that it is impossible even to allude to the many highly cultivated, noble-spirited, self-sacrificing ladies who have from time to time labored in this school. May God bless them all, as they have blessed others!

The school having now quite outgrown its accommodations, Mr. MAY urged upon the citizens of Lexington the necessity of providing more ample ones, if they would retain it. But

a spirit of apathy had fallen upon the people, or possibly they felt too sure of retaining the school without exertion on their part, and nothing was done. Finding that there was no hope at Lexington, Mr. MAY visited several other towns in the vicinity, and succeeded in finding, in the then greatly secluded village of West Newton, a suitable building and grounds, and a manifest desire for the school on the part of the citizens. The premises had cost originally $3000, but were greatly out of repair, and were now offered at $1500. But how to raise this sum was a question. The Board of Education had no funds which could be appropriated for such a purpose, — the munificence of private persons was apparently exhausted, — the prosperous school bade fair to die of poverty. In this strait, Mr. MANN, to whom this school was dear as the apple of his eye, had recourse to an old, well-tried, personal friend, as well as a friend of popular education, who had stood by his side in defence of Normal Schools "when they were a novelty on this side of the water, and ignorance, bigotry, economy and ridicule were arrayed against them." For five years they had progressed steadily in usefulness and popularity, but their permanent establishment was not considered to be certain. The school at Lexington was the most popular, and the scholars more than the building could accommodate. Should it die for the want of $1500? Should all the anxieties, labors, and triumphant successes be lost for the want of so small a sum? On the other hand, let a building be purchased, and the school would have a home at once; it would be immediately placed above contingencies; it would have stability and strength. No wonder that Mr. MANN, in his anxiety to seize the golden opportunity, and in full view of the glories of success and the sad consequences of failure, in the figurative language which he was, perhaps, more likely to use than approve, exclaimed, as he rushed into the office of the

Hon. JOSIAH QUINCY, Jr. of Boston, "QUINCY, do you know of any one who wants the highest seat in the kingdom of Heaven? for it is to be bought for $1500?" Mr. QUINCY asked what he meant. An explanation followed. Mr. QUINCY, with noble generosity, at once drew his check for the amount, directing Mr. MANN to buy the building, "take a deed in his own name, and, in case the Normal School system should be abandoned, to devote the proceeds that might arise from a sale of the building to the advancement, in any way he pleased, of common school education." The building was out of repair, and Mr. MANN sold his library and stocks, and expended $1500 of his own money upon it. The citizens of West Newton gave $600 more, the State added something; the broad seal of permanency was affixed, and success was written over against experiment.

Hon. JOSIAH QUINCY, Jr., an illustrious son of illustrious parents and ancestry, to whose noble and timely generosity reference has been made, is too well known in this community to make any sketch of his life and services proper here. We may add, however, that the education and employment of female teachers in schools has ever been a favorite measure with him.

While things were thus progressing with reference to a removal from Lexington, Mr. MAY, finding that his predecessor, Mr. PEIRCE, had recovered his health, with characteristic modesty and distrust of his own success, at once stepped aside and, by his resignation, August 31, 1844, made way for the re-appointment of Mr. PEIRCE, which took place September 1, 1844.

Mr. PEIRCE brought to his work renewed health and vigor, and, if possible, more comprehensive views of its nature and importance. The experiment was now regarded by the public generally as successful, and people began to seek to enjoy its

benefits rather than to destroy it. A new Model Department was created and placed in charge of Mr. GEO. N. WALTON.

On the 20th of March, 1845, the Legislature resolved, "That the schools heretofore known as Normal Schools, shall be hereafter known as *State* Normal Schools," — thus formally adopting them into the school system of the State, and, by implication, becoming responsible for their generous support and conduct. That must have been a proud day for Mr. PEIRCE. His favorite school had succeeded. The little one had become a thousand; the mustard seed a mighty tree, and its leaves were for the healing of nations. After three years more of unremitting labor, the health of Mr. PEIRCE again broke down, and he was compelled to resign in April, 1849, worn out and grown old before his time; his physical condition bearing witness to the nature and extent of the labor he had performed, and the responsibilities he had borne. On leaving the institution, his pupils and friends, by a public meeting and presentation of $500, to defray in part his expenses to Europe, testified their appreciation of his services, and love for him as a well-tried, devoted friend. Mr. PEIRCE went to Europe shortly after this, and, on his return, with his health greatly improved, he once more engaged in teaching. He now became associated with Mr. N. T. ALLEN, previously the director of the Model Department, in establishing a Private Seminary in the Normal School Building at West Newton. But Mr. PEIRCE'S recovery was temporary; he soon failed again, and finally closed his protracted labors on the 5th of April, 1860.

We have no time to give an analysis of Mr. PEIRCE'S character, or of his method of instruction, This must be left to other persons and a fitter occasion.

Mr. PEIRCE'S successor was EBEN S. STEARNS, a native of Bedford. He was appointed in May, 1849, but did not

enter upon his labor until the following September, spending most of the intervening time in visiting schools in this and other States, preparing himself for the work. Mr. STEARNS graduated at Harvard University in 1841, and was immediately engaged in teaching; first in charge of the Ipswich High School; then of the Free Street Female Seminary in Portland, Maine, whence he removed to Newburyport, organizing and teaching in the Female High School as its first Principal. During this time he observed carefully the nature and workings of our Common School system; and, being required to establish and conduct a teacher's class in his school at Newburyport, he not only had opportunity to acquaint himself with the Normal Schools, but also to gain considerable experience in the preparation of teachers.

The position in which this new Principal found himself was trying in many respects. He was a younger man than his predecessors had been, less experienced and less known. He was to enter into the labors of one most firmly seated in the affections of his pupils, and identified with the school. Beside, he was supposed by many to represent a new class of persons and interests. If there was, at first, some distrust on the part of the school and its friends on the one hand, and disappointment on the part of those who looked for a tangible revolution on the other, it is not surprising. However, the latter smothered their disappointment, for it had no basis; while the former were soon divested of prejudice by the cordiality of Mr. MANN, in whose family, by the invitation of his accomplished lady, he, for a long time, resided; and by the ready support given him by his assistants, Miss LINCOLN and Miss PENNELL, and by Mr. ALLEN of the Model School; as well as by the general countenance and approbation of the most prominent members of the Board of Education.

The school now became very large. The Model School was

moved across the street to excellent accommodations fitted for it by the town of Newton, and now became, under Mr. ALLEN, one of the most useful and popular of schools. The room vacated by the Model Department was speedily appropriated to the growing wants of the Normal School. Even this was not enough, and the question of a new building and larger accommodations began to be agitated.

The increase of numbers made possible some changes, which, with a smaller attendance, might have seemed of doubtful expediency. The requirements for admission were more rigidly exacted. Pupils falling short of the required age, but a few days often, were rejected. A severe and binding pledge was given in writing by every candidate, that she would be faithful as a member of the institution, and devote herself to teaching, if qualified, in the schools of this State, and every one unwilling to give this pledge was excluded. The examinations for admission were made as severe as they well could be, and were conducted by members of the Board of Education, assisted by the teachers. None were allowed to stay in the school who did not give promise of aptness to teach, and ability to manage schools, however faithful in study or agreeable in behavior. The course of study was extended half a year, and made as thorough as possible; and an additional three years' course was introduced for such as sought a still higher culture. The carefulness and severity practised in admitting pupils, the strictly professional character of the school, and the sifting and re-sifting, which the the pupils had to undergo, had an obvious tendency to keep down numbers, as well as to raise the standard of acquisition. In 1850, and again in 1851, the Board of Education took measures to bring before the Legislature the increasing wants of the school, and on "May 13, 1852, the sum of $6000 was placed at the disposal of the Board of Education to defray the expenses of pro-

viding a more commodious site and building, and the necessary appurtenances and apparatus for the accommodation of the State Normal School at West Newton;" and the Board were directed to receive propositions from towns and individuals in aid of these objects, and afterwards to make such selection as would, in their opinion, best subserve the interests and accommodate the wants of said school. The time for receiving such propositions was limited to six months.

Propositions soon began to come in. Lexington, seeing here an opportunity to recover the ground so carelessly lost, made most praiseworthy and liberal offers, and urged her claims strenuously. Salem, with that large-hearted generosity for which her citizens are so conspicuous, offered to provide such a building as the Board would direct, and meet the expense. Many other places made offers. West Newton was, perhaps, on the whole, the least liberal. The people had believed the school to be permanently located on the side of their pleasant hills; "they didn't like the idea of other towns trying to buy it away;" "they did not believe the opulent and liberal State of Massachusetts really wanted their money or cared for more than a testimonial of good-will;" they did not realize, that, under Providence, the Normal School and the influences brought with it, and attendant upon it, had raised their village from comparative obscurity to notoriety, and added to it a large and cultivated population and considerable wealth. The landholders did not seem inclined to part with a suitable site for any reasonable sum; and, in short, the effort of West Newton to retain the school was too feeble to carry with it much weight. The final determination of the Board was to transfer this school to Framingham Centre, and to reward the generous impulses of Salem by creating a new State Normal School which should be located in that city. The Salem school was accordingly soon organized, and from that time to the present has been in a most flourishing condition.

A site for the new school building having been selected in Framingham, the work of erection was soon commenced, and the school removed and established in its new and appropriate quarters on December 15, 1853, on which day the house was dedicated by appropriate services, His Excellency Governor CLIFFORD presiding, and Mr. GEO. B. EMERSON, making the dedicatory address.

It is not strange that for a time some misunderstandings of each other took place between the town and the school, but these were finally and happily adjusted, and the school moved on in the even tenor of its way.

The building now occupied by the State Normal School, with preparation of the grounds and the furniture, cost nearly or quite $20,000. Individuals presented for a site five and three-quarter acres of land eligibly situated, and the town appropriated two thousand five hundred dollars in aid of the erection of the building. The Boston and Worcester Railroad Company, from whose energetic Superintendent, now its most able President, Hon. GINERY TWITCHELL, the author never asked a favor for this school in vain, appropriated $2000, thus handsomely recognizing the influence of these educational institutions upon commercial prosperity.

On the 22d of September, 1855, Mr. STEARNS, who had been appointed Principal of the Female Academy at Albany, N. Y., resigned his place; and Mr. GEORGE N. BIGELOW, the present incumbent, immediately succeeded him. Of the last two administrations we cannot give an extended account, since the historian cannot impartially represent the former of these, and the latter, however prosperous, is still in progress.

In closing this protracted sketch the author must again say that he has found the task of reducing the important facts of history to the limits prescribed exceedingly arduous, and if

much seems dry, or imperfectly stated, or if any fact of importance has been overlooked, he hopes that his desire, ever constant, but unattained, to be very brief, will be the apology.

He must, also, be allowed to recognize the great assistance afforded him in the preparation of this sketch by gentlemen interested in this occasion, and especially by Hon. HENRY BARNARD, from whose excellent journal many facts have been drawn. And his thanks are due to Mrs. HORACE MANN, for the polite and generous offer, for his perusal, of the journal of her late distinguished husband, of which it was impossible to avail himself, on account of the distance at which the sketch was written, and the limited time at the writer's command.